

EXPLICIT INSTRUCTION LESSON PLAN TEMPLATE

Purpose	Trainers, special education and reading specialists, or literacy coaches can use this tool to provide interventionists with ongoing support of explicit instructional strategies in reading interventions. The template provides guidelines for planning explicit instruction lessons, a completed example and blank copy of the explicit instruction lesson plan worksheet, and a self-reflection form for assessing explicit instruction implementation in reading.
Materials	<p><i>Systematic Teaching Strategies</i></p> <p><i>Foundational Reading Skills: Instructional Routines</i></p> <p><i>Thinkaloud Survey</i></p>
Media	<p>For independent viewing by interventionists:</p> <p><i>Thinkaloud Examples in Comprehension and Phonics.</i> Joseph Dimino, Ph.D., Instructional Research Group. Watch this expert demonstration of a comprehension thinkaloud using text and pictorial clues and a phonics thinkaloud using a silent “e” example. (4:31 min)</p> <p><i>Modeling Initial Sounds in Tier 3.</i> Watch a reading specialist demonstrate modeling, guided practice, and error correction strategies during a one-on-one lesson on letter sounds. (5:57 min)</p>
Topic	Response to Intervention in Primary Grade Reading
Practice	Systematic Skill Instruction

Reading Lesson Plan Guidelines: Incorporating Explicit Instruction*

1. **Set Context:** Identify a process or strategy to be emphasized over a series of lessons. Establish a purpose for use of the strategy or process. May include an immediate purpose and ultimate purpose. Give the context in which this process or strategy will be useful.
2. **Model Strategy and Thinking (*I Do*):** Teacher models/demonstrates the process or strategy and thinking. Show both the process or strategy and your thinking as you use it.
3. **Student Guided Practice (*We Do*):** Students practice using the process or strategy while teacher observes.
4. **Observation and Data Collection:** Based on the observations, the teacher provides additional modeling and practice as needed. This could include further explanations and modeling of the process or strategy. More practice may be needed.
5. **Student Application (*You Do*):** Students apply the process or strategy until they have a high level of control while the teacher monitors for transfer.

* Developed by the Heartland Area Education Agency (AEA) 11, Iowa Department of Education – Iowa Content Area Capacity Building Project 2006-2007, CAB Summer Institute, August 7, 2006.
<http://www.aea11.k12.ia.us/educators/reading/CAB1/CAB2006-2007.html>

Explicit Instruction Lesson Plan Template (*Example*) *

Date:

Teacher:

Class:

Resources: Storybook, Sentence strips with questions, Picture cards – In my head / In the book

Lesson Plan:

1. **Set Context – Identify Strategy and Establish Purpose:** (Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill or strategy will be useful to them as readers):
 - Introduce the concept of “In My Head or In the Book”
2. **Teacher Models / Demonstrates Strategy and Thinking:**
 - Let’s start by looking at the cover of this book. It’s called XXXX. Here’s a question we might think about. I’ll answer this one and show you where I got the answer. (Sentence strip “What is a stray cat?”) Hmm... I think a *stray* cat is a cat that doesn’t have a home. I got that answer from in my head! (Use picture cards) Oh – look at this picture, I think I’m right, that cat is eating from the trash.
 - Look at this picture; I wonder where this family is going...(turn over strip). Read next page. I think this family is going on a picnic! I found that answer in the book. (Describe word and picture clues used for answer. Use picture cards)
3. **Student Guided Practice:** (Describe the activity and what is said as students begin their practice)
 - Now it will be your turn. I’m going to keep reading and I’ll stop and ask *you* questions. We’ll think about where you found the answer to your questions.
 - Read – stop and ask, “What name did they give the cat?” “Yes, Sammy. Where did you get that answer? Yes, it came from the book.”
 - Read – stop and ask, “Do you think Sammy belongs to someone?” “Ok, different people think different things. Where did your answers come from? Right, they came from in your head.”
4. **Observation and Data Collection: (Provide additional modeling based on observation)** What data will you collect to determine student progress? *Quantitative {measurable} and/or Qualitative {observable}*
5. **Student Application:** (Students apply process or strategy; teacher monitors for transfer)

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Explicit Instruction Lesson Plan Template*

Date:

Teacher:

Class:

Resources:

Lesson Plan:

1. **Set Context** – Identify Strategy and Establish Purpose (Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill, or strategy will be useful to them as readers)

2. **Teacher Models / Demonstrates Strategy and Thinking – “I Do”:**

3. **Student Guided Practice – “We Do”:** (Describe the activity and what is said as students begin their practice)

4. **Observation and Data Collection:** (Provide additional modeling based on observation. What data will you collect to determine student progress? *Quantitative {measurable}* and/or *Qualitative {observable}*)

5. **Student Application – “You Do”:** (Students apply process or strategy; teacher monitors for transfer)

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Reflection on Lesson***Implementation Data:**

1. Did you work with a collaborative partner to plan and rehearse this explicit instruction lesson?

_____ Yes _____ No If "Yes," how many times? _____

Who? _____

2. Did you demonstrate this explicit instruction lesson (with students) for a collaborative partner?

_____ Yes _____ No If "Yes," how many times? _____

Who? _____

3. Rate your comfort level of doing each component of the lesson, with 1 as "Not comfortable using" and 5 as "Very comfortable."

Introduce strategy:

1 2 3 4 5

Model or demonstrate:

1 2 3 4 5

Practice:

1 2 3 4 5

Data collection:

1 2 3 4 5

Monitor transfer:

1 2 3 4 5

Comments/Notes:

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